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DDI-01421/85

15 MAR 1985

DD/A Registry

85-0946

MEMORANDUM FOR: Deputy Director for Administration

FROM : Robert M. Gates
Deputy Director for Intelligence

SUBJECT : Request for Deception Analysis Course

1. I request that the Office of Training and Education (OTE) design, develop and implement a training course on deception analysis. As you may know, the DCI has charged the Community to increase its level-of-effort on deception analysis across the board. This has included the preparation of a national intelligence estimate on Soviet deception and the establishment of new analytic elements. We established such an element in our directorate, the Foreign Intelligence Capabilities Group (FICG), two years ago. FICG has progressed to a point in its development where they now require a structured training program for their own analysts, and for others who will be working deception problems elsewhere in CIA and the Intelligence Community. We have polled other agencies, and find that currently there are only two other related training programs, both still in the planning stages. Air Force intends to offer a series of 3 day seminars for its photo interpreters later this year, and DIA is considering developing a course in conjunction with the Defense Intelligence School by the end of the calendar year. Neither will satisfy our current or projected needs. [redacted]

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2. I, therefore, request that you develop a one-week pilot course for 12 analysts, to be offered as soon as practical. After its first running, we should jointly assess its feasibility as a regular OTE course offering. Personnel from FICG and its contractors are available to help develop a curriculum, assist in teaching, and identify a student list. I understand that [redacted] of FICG, and Richards Heuer, an FICG consultant, have already held a series of preliminary discussions on these issues with [redacted] of OTE. [redacted]

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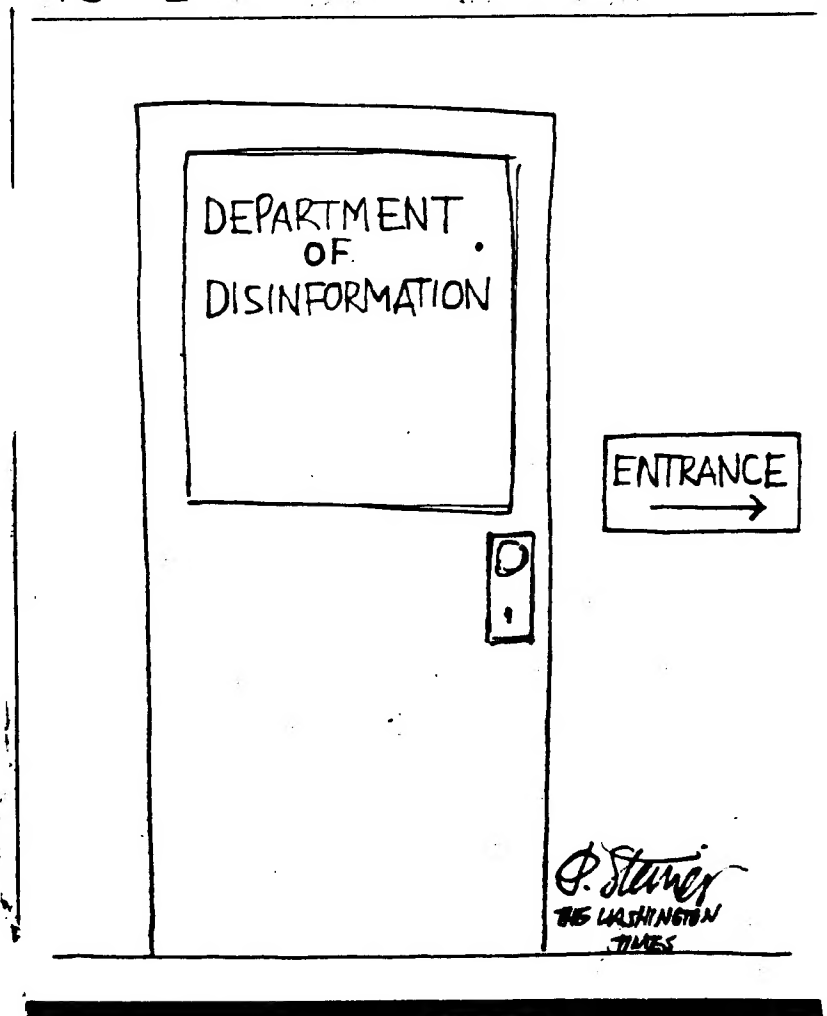
SUBJECT: Request for Deception Analysis Course

3. I recognize that this request adds a new burden to OTE's existing analyst training program, but I can assure you that it is needed and the Community's intelligence product will benefit from it. If you need further information please contact [redacted] C/FIOG, on secure [redacted] (U)

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[redacted]
Robert M. Gates

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COUNTER DECEPTION ANALYSIS COURSE (CDAC) OBJECTIVES

Raise the awareness of the student about the potential for all forms of deception

Teach analytically significant definitions of the most common terms used in Deception and Perception Management

Teach the student how to use the Analytic Counter- deception Plan in determining if deception is being practiced

Prepare the student for working counter deception problems in analytical components

Expose the student to elementary experience in deception planning

Experience the elementary conceptual processes involved in counter deception analysis

Inform the student of the Soviet organization for Deception and Perception Management

COURSE SCHEDULE - DAY 1 - At CoC

	Reference	STAT
0845 - Introduction and Administration 0930		
0930 - Why D & PM is Important 0945		A(C)
0945 - BREAK 1000		
1000 - Deception and the NIE Process 1050		E(C)
1100 - Deception: Definition 1120		C(C) & E(C)
1120 - Deception Example: WW II 1145		
1300 - Deception: Blue Example 1415		
1415 - Blue Deception History 1450		
1500 - Deception: Actors & Organization 1550		D(C)
1550 - Assignments 1600		
1600 - CLASSIFIED READINGS		
Conference Postscript		
NIE 11 - 11 vol I pp 1 - 11.		
NIE 11 - 11 vol I pp 13 - 20.		
Soviet Theory & Practice pp 6-9		
Two Categories of Deception		
Conference Paper by <input type="text"/>		STAT
Conference Paper by <input type="text"/>		
UNCLASSIFIED READINGS		
FRG pp. 24 - 42		
pp. 43 - 68		
pp. 124 - 146		

COURSE SCHEDULE - DAY 2 - away

0800 - Enroute
0945

Reference

0945 - Quick orientation, safe, bar, etc .
1000

STAT

1000 - Role Play: Blue Side (3 Teams)
1100

1100 - Teams Brief Role Playing Results
1130

1230 - Role Play: Red Side (3 Teams)
1400

C(C)

1400 - Three Teams Brief Role Playing Results Students
1430

1430 - Case Study: FRG (unclassified)
1500

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1500 - Three Teams Discuss Problems of Analysis
1530

1530 - Three Team Reports
1600

STAT

1900 - The Analytic Counter-Deception Plan
1930

K(U)
& K(U)

1930 - SIGINT Compromise
2000

C(C)
or C(C)

2000 - Directed Readings

STUDENT WORK PROBLEM E

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COURSE SCHEDULE - DAY 3 - away

		Reference
0830 - Red - Green Exercise 1000		STAT
1015 - Guest Lecture: Tools and Techniques 1200		N(U)
1300 - Lecture: Analytical Approaches 1400		
1415 - Illustrative Problem A 1500		
1500 - Student Work Problem B 1600		H(C)
1900 - Team Briefings on Problem E 1930	
1930 - Critique 2000		
2000 - HUMINT Vulnerabilities Discussion 2030		F(C) & G(C)
2030 - Directed Reading		
STUDENT WORK PROBLEM D	

COURSE SCHEDULE - DAY 4 - away

0830 - Lecture: Cognitive Analysis 1000		Reference: STAT G(U)
1015 - Guest Lecture the SOVA Perspective 1130		
1230 - Lecture: Alternative Analysis 1315		L(U) :
1315 - Illustrative Problem C 1400		
1415 - Student Exercise - Work Problem D 1515		I(C)
1515 - Team Briefings on Problem D 1545	
1545 - Critique 1600		:
1600 - Vote on Teams for The Big Exercise 1615		
1900 - IMINT Compromise 1930		with comments by
1930 - Team Organization & Orientation 2000		
2000 - Read into The Big Exercise	Student Teams : .	J(C) K(C) L(C)

COURSE SCHEDULE - DAY 5 - away

THE BIG PROBLEM

0830	Information/Analytical Approach
1030	Cognitive/Alternatives Approach
1230	Lunch
1330	Red Game the Solution
1430	Conclusions
1530	Prepare Briefing & Graphics
1630	Rehearse
1730	Depart for Club and Social Hour
1830	Dinner at the club
1930	Return to classroom
2000	Briefings & Guest Comments
2100	Informal Q & A

COURSE SCHEDULE - DAY 6 - away

0830 - Feedback from Briefings
0900

Staff

0915 - Parallel Panels:
0945

Students

Are We Being Deceived?

What Would It Take For Them?

1000 - Panel Reports + Class Photograph
1030

1030 - Itemized Response: Back to Reality
1130

1130 - Course Evaluations & Outprocessing
1200

1300 Enroute by Bus

STAT